

## Student Learning Outcomes

### MMST-2009

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#### Five College Learning Outcomes:

- 1. Written, Oral and Visual Communication:** *Communicate effectively in writing, orally and/or visually using traditional and/or modern information resources and supporting technology.*
- 2. Scientific and Quantitative Reasoning:** *Locate, identify, collect, and organize data in order to then analyze, interpret or evaluate it using mathematical skills and/or the scientific method.*
- 3. Critical Thinking:** *Differentiate between facts, influences, opinions, and assumptions to reach reasoned and supportable conclusions.*
- 4. Problem Solving:** *Recognize and identify the components of a problem or issue, look at it from multiple perspectives and investigate ways to resolve it.*
- 5. Information Literacy:** *Formulate strategies to locate, evaluate and apply information from a variety of sources - print and/or electronic.*

#### I. Degrees and Certificates

**1. What degrees and certificates does your discipline offer?**

**2. Keeping in mind the five College Learning Outcomes above as well as what your discipline specifically requires of your graduating students, what should students be able to do when they have completed your discipline's requirements for each degree or certificate?**

**3. How do students in your program demonstrate that they meet each of the college-wide learning outcomes? What courses, activities, and/or projects are students required to complete that relate to each outcome?**

**i. Written, Oral and Visual Communication**

**ii. Scientific and Quantitative Reasoning**

**iii. Critical Thinking**

**iv. Problem Solving**

**v. Information Literacy**

#### II. General Education:

**1. Does your discipline offer any classes which count for general education requirements?**

**2. Which General Education courses in your discipline address the each of the five College Learning Outcomes? Please list courses for each of the following:**

**i. Written, Oral and Visual Communication**

**ii. Scientific and Quantitative Reasoning**

**iii. Critical Thinking**

**iv. Problem Solving**

**v. Information Literacy**

#### III. Course Level Outcomes:

**1. Do all of your Course Outlines of Record include Student Learning Outcomes? If not, are you revising them?**

Yes, all MMST courses have SLOs except MMST 110, which is being updated this semester and brought forward to Curriculum Committee.

All MMST courses already utilize all 5 areas of College-level SLOs.

- Number 1 is applied through repeated presentations of visual work by students. They present their visual material, both drafts and finals orally. This is

always followed with a traditional Q and A discussion/critique.

- Number 2 is invoked through research, comparing and contrasting. There is a lot of discussion and assignments revolving around data as code, language, assets, and scripting.
- Number 3 and 4 are required in ALL MMST courses to compete projects (assignments). MMST instructors do not use exercises in the traditional sense. Exercises often require students to use their own material to practice. This strengthens their desire to learn, removes the abstraction and makes it applied learning, and most importantly ensures problems. thus it requires them to attempt to find solutions, initially relying on the instructors at the beginning, but by the end solving problems independently.
- Number 5, MMST courses ARE information literacy. Students are exposed to the ever-changing technology, how to use, access, and profit from its exposure. More importantly it becomes a *peer to peer* environment of sharing and learning, often for the instructors as well.

## **2. What percentage of faculty members in your discipline include SLOs in their course syllabi?**

Both full-time faculty members (Derek Wilson and James Gonzalez) do.

As the topic about SLOs in syllabi was just addressed at the Department meetings for this semester, I am not sure if our adjunct faculty have yet incorporated SLOs into their syllabi.

### **3. Assessment:**

#### **i. How often do you assess these SLOs?**

Derek Wilson: I assess my SLOs every semester. If needed I revise the projects along with the respective criteria, time, and grading rubric for every project within every course.

I use the portfolio method to ascertain the quality of work and its progress in comparison with previous classes as well as other courses during the same semester. In addition, my grade sheets are broken down by project, and each project has the 5 criteria sections for each student. I then average all scores, not just class or project totals, but criteria totals as well. In this way I can evaluate and revise if students consistently lag or are less successful in one area. This provides an evaluative tool to decide whether or not to revise a project or even a single aspect of a project.

Finally, by comparing both the portfolio samples and the average scores, I gain a very clear sense of *inside* (classroom, instructor) vs. *outside* (economy, personal issues) affects on successful SLOs for that particular class and whether or not revisions are warranted, then proceed with revisions as needed.

### **3. Assessment:**

#### **ii. In the last two years every discipline developed SLOs specifically related to College Learning Outcome #3: Critical Thinking. Have you assessed this or any of the stated Student Learning Outcomes in your course outlines over the last year? If so, please summarize the results.**

### **3. Assessment:**

#### **iii. What improvements have you made or do you plan to make in the future?**

### **3. Assessment:**

#### **iv. What do you plan to assess this year? Who will you assess? How will you assess?**